**Lesson Plan Format**

**Teacher Candidate Monica Chapa Grade Level 6 Date of lesson**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Background Information for Teachers (Subject Areas: Language Arts, Social Studies, Critical Thinking)

The Oriental Institute Museum 1155 East 58th Street Chicago, Illinois 60637

Life in Ancient Mesopotamia

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Understand that artifacts can offer information about people, places, and societies
* Use observation and reasoning to make inferences and to draw conclusions from artifacts
* Understand that inferences must be tested against other information
* Discover the analytical approaches used by archaeologists

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* One penny for each student Paper and pencil

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:**

1. Ask students to imagine they are archaeologists living many years in the future. In excavating a site, they have found a coin from an unknown society.

2. Hand out one penny to each student.

3. Ask students to examine the penny and write down all they notice on both sides of the coin.

Provide following questions: what pictures, words, and numbers do they see? what is the coin made of ? 4. 4. Ask students to consider what this coin could tell future archaeologists about the unknown society.

Answers could include: time the society existed (from date on penny), the people had a religion—they believed in a god, the people knew how to work in metal (penny is made of metal), the people knew how to construct buildings, some men in the society wore beards

5. Next, tell the class that the penny might suggest some other ideas. Put the following list on the board and ask students:

1. if they feel the statements are true; b) how a penny could suggest those ideas.

List of additional ideas from the penny:

• the man on the penny is a god

• the building is a temple for worshipping the god

• a statue of the god is inside the temple

• the people of this society had two languages (English and Latin)

6. Students might say the man on the penny is Lincoln and that almost nobody knows Latin. Remind them a future archaeologist might not be aware of Lincoln or the languages of the unknown society, so he or she could only make educated guesses, or hypotheses, from the objects.

7. Ask students what archaeologists might unearth that would help test their guesses from the penny. Answers could be: books about religious beliefs, pictures that identify Lincoln as a president, not a god, few or no more Latin inscriptions. Remind students that ideas about the past change as archaeologists continue to uncover new evidence.

**Closure:**

Take-Home Activity

* + Ask students to make a list of 10 things in their room at home that could be clues about themselves for a future archaeologist.
  + Have students imagine that an archaeologist finds the ten items. Ask them to write a paragraph describing what the archaeologist might infer about the student.
  + Back in class, students could exchange lists to see if they can tell to whom the ten items belong

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?